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ABSTRACT

As student enrollments drop, effective principals should develop equitable staff reduction plans. The present plan calls for principals to determine staff support levels as well as staff ratios in three categories: classroom teachers, support teachers, and clerical/custodial services. Knowing past enrollments is essential for projecting the number of students expected within a 5-year period. During the first adjustment, year no staff should be cut. During the second year, principals should project student populations for the year and determine staff needs. District administrators should be supervised to guarantee the fairness of the system's implementation. To require students to take additional courses with the same number of staff members, for example, will jeopardize the plan. The plan should also be refined over three consecutive years to verify enrollment projections and appropriateness of classes and to fine tune the reduction process. Six forms especially designed to assist principals in gathering staff utilization and enrollment data are appended. (KS)

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REDUCTION IN FORCE--THROUGH FORMULA
(A Systematic Plan for the Pro-Active Principal)

Presented by:

Dr. Tom Fabian, Director
of Secondary Education
Wauwatosa (WI) School District

National Association of Secondary School Principals
Annual Convention - Las Vegas, Nevada
February 7, 1984

EA 017 027

PREFACE

Effective schools have effective principals, as we all know, and effective principals need to make decisions at the building level not only regarding day to day operations, but also those having total impact on that school and the district as well.

The principal who takes action, involves staff and communicates building and district goals may want to and should want to partake in developing a fair and equitable plan to reduce staff as school enrollments decrease.

This plan for that proactive principal allows building priorities to exist as well as allows decision-making at the local grass roots level. Planned Program Budgeting has allowed the principal the opportunity for real leadership in the distribution of resources within the building and so too does this plan provide the occasion for leadership skills to develop and be known within the building and if not now in existence, certainly within the district as the plan becomes popular.

Therefore, it is with pleasure that I present some ideas gleaned over the years and tried in several school districts for my fellow school administrators to adapt to their local situations.

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B. "Secondary Teacher Utilization Report" verification form completed by each school office

C. "Summary Page: Secondary Teacher Utilization Report" summarizes the distribution of staff and students to courses/departments

D. "Table D: Total District Enrollment Projections" taken from Five Year Enrollment Plan Update

E. "Staff Utilization Projections and Verifications" projecting total support staff and classroom teachers

STAGE 1 - PRINCIPAL TAKES ACTION

In order to provide leadership either on a district level or within a building, the effective principal takes action in order that a systematic plan for attrition may take place based upon student course choices. Students then are the ones who determine what staff will be necessary to teach the classes they choose; choices are based upon graduation requirements as well as interest in elective areas which indicate possible career involvement.

Once the principal takes action in his school, the superintendent and/or other principals will soon take hold of the idea in order that once the system is in operation, a systematic, fair and equitable plan for excessing staff begins to take shape. The superintendent may decide to ask some policy questions of the Board such as, "should the staff ratio be increased or decreased," rather than should we offer X course or decide to cut a certain program without asking for student involvement in terms of student needs.

The overall plan calls for several stages as you will see reading on. Obviously, one could devise any number of plans, but the one that is presented in this paper has been tried in three school districts and seems to have administrative support as well as teacher, community and School Board concurrence because it's fair and equitable.

STAGE 2 - ANALYZE CURRENT LEVEL OF STAFFING

Before one chooses any staff ratio, the effective principal makes a determination as to what currently exists in his building. Checks are made with previous years to determine the level of support for program staff. Because there is always a ratio of students to teachers, building enrollment populations need to be incorporated into past history as well as what currently exists.

There are several classifications or categories involving staffing--namely, classroom teachers, support teachers and clerical/custodial services. It is important to determine the staff ratio in each of the separate categories because there are obviously certain situations where, whether a school has 200 or 400 pupils, at least one guidance counselor and/or one librarian would be necessary. The easiest way for determining staffing rests with, at the secondary level especially, students who choose elective courses for the forthcoming school year. Obviously, as schools become smaller, some secretarial assistance or custodial services may be cut depending upon building needs. Sometimes exchanges can be made within ratios so that, for example, a teacher aide might be the equivalent of one-third of a regular staff member and in lieu of adding staff members, it may be appropriate to add an aide to assist teachers with an overload of students.

In summary then, it is important that the plan include an outline of staff that currently exists in buildings to make a determination what the average might be within a district and plan for the average the following year.

STAGE 3 - IDENTIFYING POPULATION TRENDS

In the previous stage the need to know enrollment history in order to develop a formula for staff ratios was reviewed. There is hardly a school in the country that hasn't felt the effects of fewer students. In the 60's and early 70's, it was certainly exciting to determine how many teachers were going to be added next year and how many additional textbooks or classrooms were required in order to provide appropriate services to students. However, within the last 10 years it has become necessary to determine population trends--that is, how does the enrollment project for the future within the district. It is very difficult in some cases to project building enrollments while much easier to look at the district as a whole. However, sometimes past history can assist in determining enrollment trends. One such program, "The Cohort System," for determining enrollment projection includes past history with survival ratios as students move from one grade level to another. Whatever the plan, it is important to begin to make the best estimate possible of the number of students expected to be enrolled in school within a five year period.

With the aid of census data and student services staff estimations, the building principal and the staff need to determine the best enrollment estimate possible and project the numbers of students expected in the building for the following school year. Once these projections are determined, they must be verified with actual enrollments at the beginning of each year or semester.

STAGE 4 - ALLOCATION OF STAFF

In the best interest of all concerned, I would suggest that a year of trial be determined and that no staff be cut the first year. All current staff ratios should be carried over and "dry run" this project so that at least two years of actual practice exist before staff members really become involved with cutbacks. This gives teachers and the district some sense of proper planning with room to make adjustments and time for teachers to become adjusted to the plan.

During this year of study, a definite plan of commitment to certain type program may become appropriate in order to carry on districtwide or within building priorities. Such items could possibly include keeping certain staff positions outside the formula, at least on a temporary time schedule. Such programs might include guidance, library/AV, computers, ESL, gifted and talented, etc. These staff positions will remain regardless of the number of students in the building. Therefore, a definite commitment to a philosophy becomes necessary either at the building level or the district level, including the superintendent and Board of Education. But once this commitment is made, a certain peace comes into effect that allows everyone to know upfront how and what priorities are established so that no surprises occur.

STAGE 5 - IMPLEMENTATION, SUPERVISION, REFINEMENT

Begin implementing the plan after the trial run by projecting student population for the year, determining regular classroom and support staff needs and announcing what ramifications will be created for the following year. Steps will be necessary to work with the Director of Personnel in excessing individual members according to the negotiated contract. It is important to notify staff how this process and timeline will be determined. Naturally, the fairest approach would be to determine staffing needs as early as possible, yet the needs of the students must be met so that student choices occur toward the end of the school year rather than in January. Students need to know something about their second semester courses before they choose the following year's course requests. While it is appropriate to reduce staff as enrollment declines, during the first year of implementation it would be wise to budget additional staff in case enrollment trends prove somewhat unusual or last minute transfers from one school district to another cause an overload within a building or the district.

It is important to supervise building administrators throughout the district in order that the flexibility of this system can be implemented in fairness and appropriateness to various courses and appropriateness for student needs. With this system, a principal can determine that a class of eight students, for example, in advanced physics could be offered so long as other sections of science and/or somewhere else within the building can handle an overload. One must, at the secondary level, analyze the number of courses that students are taking each year because an increase in graduation requirements will bring about the need for additional staff members. To require students to take more courses with the same number of staff members will only jeopardize the fairness of this plan.

An administrator should be able to refine this plan for each of three consecutive years to verify the accuracy of the enrollment projections, the appropriateness of the numbers of courses chosen by students, as well as fine tune the actual process for implementing reduction in force according to the master contract. As these refinements occur, teachers should become accustomed to this process. Accompanying the refinement process includes coordination of efforts to share teachers between buildings as staff utilization becomes more efficient and one must be careful not to expect more than one day's effort.

STAGE 6 - PROCESS FOR COLLECTING AND GATHERING DATA

Several forms are attached for your review in determining the types of information necessary to gather data and log history of staff utilization and student enrollment. Appendix A includes a typical report that a teacher would complete for an administrator indicating the number of students enrolled per course. This form includes a separate section to identify the number of EEN students so that some balance can be seen across sections. Once that class size report has been turned in, the office secretary compiles the secondary teacher utilization report, Appendix B, which summarizes two teachers on a page according to a system of departments. As you can see in Appendix B, teacher Gilbert has a 15 member advanced English class along with a class size of 30 in

psychology. Our district has 30 as the maximum class size; however, there is obviously no minimum so long as some classes have a full complement of students. Our schools are able to have classes with very small enrollments such as the class noted in Appendix C under teacher Abramowitz with 11 students in the business co-op class.

As the summary page, Secondary Teacher Utilization Report (Appendix D), indicates, our one high school with the number of 1,262 students shows that those students have chosen 7,102 classes for an average of 5.6 classes each. Our school offers a seven period day and students are required to take at least five classes. As the number indicates, students are choosing just over 5½ courses per student. Each department then has a department average which is the total number of students divided by the number of classes, as well as the overall building class size is an average of all. It is interesting to note that home economics has a class size average of 18.55 while art has an average of 16.75.

The Wauwatosa pupil-teacher ratio for high schools is 22 students per teacher and, for the first year of implementation, Wauwatosa East High School has 21.98 students per teacher. Our middle schools have a staff ratio of 16.5 students to 1 based upon our middle school team concept and an extensive exploratory program. Our elementary classroom teachers staff ratio of 23 students to 1 is based on a districtwide formula among our nine elementary schools.

Our office of student services determines a five year enrollment projection and, as a result, always has the next five years at hand for enrollment projections. One could cost out each year the reduction in staff based upon projected declining enrollments to determine how many staff members might possibly be in existence each of the next five years. As one can see, East High School on Appendix E will drop from 1,243 in the 1984-85 school year to 1,011 students in the 1988-89 school year. Our history indicates that we have been about five to six students off our enrollment projections for the last two years.

Appendix F includes current staff in the 1983-84 school year at East High School to give some idea as to the support staff present; regular classroom staff is on page 2. Enrollment projections next year show that there will be a reduction in staff of .9 teachers. We are currently beginning to reduce staff when the need is not as great. Once the system is accepted, reductions can occur more easily when based upon student choices, basic building pupil enrollment projections and a basic formula determined ahead of time for the reduction of staff members.

SUMMARY

After analyzing and interpreting this plan of action for reducing staff, I sincerely hope that each principal will take the initiative to adapt it to meet the needs of his building and try to influence other administrators to accept the same as a sign of leadership and effectiveness which allows the principal to determine at the local building level those priorities that are most important for his students and his teachers. I believe it is totally incumbent upon the administrator to make every effort to keep decision-making at the local building level rather than have central administration determine the amount of staff and which classes should be provided in the next school year's budget.

Unfortunately, many times we are so busy with brush fires that time is not taken to establish procedures of the game that will provide for security, stability and fairness such as outlined in this plan. Perhaps a building committee or associate principal can assist in developing a plan as a long range goal.

If I can be of assistance to any administrator when developing a plan or course of action, I would be most anxious to do so. Feel free to contact me at my school office. It has been my pleasure to share some of my ideas with fellow principals. Please let me know of your successes as well as your failures.

Tom Fabian

[x] East High

[ ] West High

[ ] Whitman Mdle.

[ ] Longfellow Mdle

WAUWATOSA SECONDARY SCHOOLS
Wauwatosa, Wisconsin

CLASS SIZE REPORT

Teacher Jane Cannon Department English Date 9/18/83

Please complete the following report of students enrolled in your classes as of the Third Friday of September.

Period	Administrative Code	Course Title	Number of Reg. Pupils Enrolled (a)	Number of Special Pupils Enrolled (b)	Total Pupils Enrolled in Period Class (c)
1		World Lit.	27	3	30
2		Prep			
3		Career English	18	4	22
4		English 10-2	22	2	24
5		World Lit.	26	2	28
6		CSP			
7		English 10-2	25	3	28
			Total Daily Pupil Load --------		132

(a) Regular pupils as opposed to those enrolled as an EEN student.

(b) Only specifically designated EEN students.

(c) Total of all pupils when adding (a) + (b)

RETURN THIS FORM TO YOUR PRINCIPAL BY THE FOURTH FRIDAY IN SEPTEMBER AND THE FOURTH FRIDAY IN JANUARY.

9/83fh

APPENDIX A

WAUWATOSA SECONDARY SCHOOLS
Wauwatosa, Wisconsin

SECONDARY TEACHER UTILIZATION REPORT

A. School Wauwatosa East High B. School Year 1983-84 C. Semester 1 D. Date 9/22/83

E. Teacher/ Daily Load	F. Course No.	G. Course Title	H. Student Enrollment Per Class by Department (1) Engl	(2) Soc Stu	(3) Math	(4) Sci	(5) For Lang	(6) Bus Ed.	(7) Hme Ec	(8) Ind Arts	(9) Music	(10) Art	(11) Phy Ed	(12) Hlth	(13) Comp	(14) Dr. Ed
Cannon Name	1. 175	World Literature	30													
	2. 135	Career English	22													
132 Daily Student Load	3. 109	English 10-2	24													
	4. 175	World Literature	28													
	5. 109	English 10-2	28													
	6.															
Gilbert Name	1. 115	Advanced English 11	15													
	2. 551	Psychology		30												
118 Daily Student Load	3. 109	English 10-2	28													
	4. 115	Advanced English 11	17													
	5. 551	Psychology		28												
	6.															
Page Total of Student Enrollment by Dept.			192	58												
Page Total Number of Classes by Dept.			8	2												

APPENDIX B-1

WAUWATOSA SECONDARY SCHOOLS
Wauwatosa, Wisconsin

SECONDARY TEACHER UTILIZATION REPORT

A. School Wauwatosa East High B. School Year 1983-84 C. Semester 1 D. Date 9/22/83

E. Teacher/ Daily Load	F. Course No.	G. Course Title	H. Student Enrollment Per Class by Department (1) Engl	(2) Soc Stu	(3) Math	(4) Sci	(5) For Lang	(6) Bus Ed.	(7) Hme Ec	(8) Ind Arts	(9) Music	(10) Art	(11) Phy Ed	(12) Hlth	(13) Comp	(14) Dr. Ed.
Rondeau Name	1. 503	Chinese Studies		16												
	2. 523	American Govt.		25												
118 Daily Student Load	3. 503	Chinese Studies		20												
	4. 523	American Govt.		29												
	5. 523	American Govt.		28												
	6.															
APPENDIX B-12																
Abramowitz Name	1. 644, 645	Office Systems						16								
	2. 611	Beginning Typing						22								
78 Daily Student Load	3. 613	Intermed. Typing						15								
	4. 645	Office Systems I						14								
	5. 647	Business Coop						11								
	6.															
Page Total of Student Enrollment by Dept.				118				78								
Page Total Number of Classes by Dept.				5				5								

WAUWATOSA SECONDARY SCHOOLS
Wauwatosa, Wisconsin

Summary Page: Secondary Teacher Utilization Report

a. School: Wauwatosa East High b. School Year: 1983-84 c. Semester: 1

d. First Semester Date: 9/16/83 (Third Friday of September)
Second Semester Date: _____ (Fourth Friday of January)

e. Department	f. Total Number Students Enrolled by Department	g. Total Number of Classes or Sections by Department	h. Average Number of Students per Class by Department (f ÷ g)
1) English/Speech	1379	55	25.07
2) Social Studies	823	31	26.54
3) Math	1075	43	25.00
4) Science	905	37	24.45
5) Foreign Lang.	627	29	21.62
6) Bus Ed	366	18	20.33
7) Home Ec	167	9	18.55
8) Ind Arts	221	11	20.09
9) Music	291	6	48.50
10) Art	134	8	16.75
11) Phy Ed	844	27	31.25
12) Health Ql	83	3	27.66
13) Computer	118	6	19.66
14) Driver Ed Ql	69	3	23.00
	i. 7102 Total student enrollment in classes	j. 286 Total number of classes	k. 24.83 Overall building average (i ÷ j) class size

l. 57.4 Total FTE number of classroom teachers for classes reported above.

m. 1262 Total third Friday enrollment.

n. 21.98 Pupil-teacher ratio (m ÷ l). Round to hundreths.

APPENDIX C

9/83fh

TABLE D

TOTAL DISTRICT ENROLLMENT PROJECTIONS
1984-89

		84-85	85-86	86-87	87-88	88-89
Elementary						
Eisenhower		295	304	298	294	310
Jefferson		282	280	246	226	217
Lincoln		357	351	343	373	396
Madison		314	321	323	324	317
McKinley		341	334	340	350	339
Roosevelt		351	377	376	390	407
Underwood		359	345	336	342	345
Washington		404	376	339	301	267
Wilson		211	190	170	157	134
	Total	2914	2878	2771	2757	2752
Middle						
Longfellow		546	483	471	465	446
Whitman		333	302	269	267	273
	Total	879	785	740	732	719
High						
East		1243	1246	1186	1081	1011
West		937	939	903	827	773
	Total	2180	2185	2089	1908	1784
C.H.S.	Total	32	32	32	32	32
C.A.T.C.	Total	72	72	72	72	72
	GRAND TOTAL	6077	5952	5704	5501	5359

APPENDIX D

WAUWATOSA SCHOOL DISTRICT
Wauwatosa, Wisconsin

Staff Utilization Projections and Verifications
School Year 1983 -1984

[X] East [ ] Longfellow

[ ] West [ ] Whitman

	1983-84 Current Enrollment: 1262	1984-85 Projected Enrollment: 1243
Special Areas	Current Staff	Next Year's Staff Projections
Principals	3.00	3.00
Custodians	12.00	12.00
Secretarial	7.00	7.00
Student Supervisors	8.00	8.00
Instrumental Music	.50	.50
Technical (Stage) Dir.	.20	.20
Athletic Director	.50	.50
Librarian	1.50	1.50
Reading Teacher	1.00	1.00
AODA Counselor	.50	.50
Work Experience	.50	.50
Guidance Counselors	4.00	4.00
Alternate Education	1.00	1.00
ESL	.20	.20
Computer Supervisor	.20	.20
Teacher/Library Aides	----	1.00
Special Education: LD	2.00	2.00
ED	2.00	2.00
EMR	1.00	----
Total Special Area Staff:	45.10 Staff	45.10Staff

	1262÷22=57.36 Total Current Staff: 57.4	1243÷22=56.5 Next Year's Total Classroom Projections: 56.5
B. Regular Classroom ÷ 22(HS) or 16.5 (MS)	Current Staff	Next Year's Staff Projections
English/Speech	11.00	
Social Studies	6.20	Where the 56.5 teachers will
Computer	1.20	
Mathematics	8.60	be distributed depends on
Science	7.40	student course choices.
Foreign Language	5.80	
Business Education	3.60	Principals are at liberty
Home Economics	1.80	to offer courses with any
Industrial Arts	2.20	small number so long as
Art	1.60	total allocation of teachers
Music	1.20	is not exceeded. Departments
Phy. Ed./Health	5.40/.60	may want to run small advanced
Driver Education	.60	classes with larger numbers
A. Total Special Area Staff	A 45.1	
B. Total Regular Classroom	B 57.4	
Total A + B	102.5 FTE	in some other course to compensate.

Student-Total Staff Ratio 1262 ÷ 102.5 = 12.31 Students per building employee.

Summary of Changes:

_____ Date of First Presentation for Consideration and Verification

_____ Date of May 1 Review for Consideration of Layoffs

_____ Date of June 15 Review

_____ Date of August 20 Review

_____ Date of 3rd Friday in September Actual Tally

TRF/jw
1/17/84